

<b>Advanced Food, Nutrition &amp; Wellness</b>					
<b>Course Description</b>	<b>Course Code 090108</b>				
<i>This course is designed to provide and prepare students with the advanced knowledge needed to properly and efficiently fuel the human body through food selection, storage and preparation methods. Students will study foods using advanced project-based nutritional and food science learning methods. Applying the reactions of foods in the short-term and long-term consequences of over all human wellness as a result of nutritional intake through the foods they prepare, consume, and exposure to the business of food and food production.</i>					
<b>Program of Study to which the course applies</b>					
<b>Life Skills</b>					
	<b>Course Content</b>	<b>Crosswalk to Common Core Academic Standards</b>	<b>Crosswalk to Nebraska Academic Standards</b>	<b>Crosswalk to Nebraska Career Readiness Standards</b>	<b>Crosswalk Clarification</b>
<b>Standard 1</b>	Students will analyze factors that influence nutrition and wellness practices.				
Benchmark 1.1	Analyze the effects of global and local events and conditions on food choices and practices.		SS.12.3.4.e	CR.5.A.1 CR.5.A.4	
Standard Performance Indicator 1.1.1	Track a chosen food from farm to table.				
Standard Performance Indicator 1.1.2	Choose a current event and give a report/presentation on how that event affects food choices and practices.				
Standard Performance Indicator 1.1.3	Attend a farmers market and purchase a food that was raised within a close proximity. Prepare a recipe using that food as the main ingredient.				
Benchmark 1.2	Analyze legislation and regulations related to nutrition and wellness.	ELA.RST.11-12.9 ELA.WHST.11-12.9	LA.12.1.6.d  SS.12.1.2.d	CR.5.A.1	
Standard Performance Indicator 1.2.1	Research legislation and regulations that have an impact on nutrition and wellness. Prepare a report/presentation on the issue.				
<b>Standard 2</b>	Students will evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.				

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Benchmark 2.1	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.		SC.12.1.1.g	CR.5.A.1 CR.5.A.4	Alignment presumes that students will analyze data related to the relationship between nutrition and wellness (NE: SC.12.1.1.g).
Standard Performance Indicator 2.1.1	Describe the long term consequences of unhealthy food consumption on health.				
Standard Performance Indicator 2.1.2	Identify necessary changes to individual and family food consumption habits in order to improve short-term and long-term health.				
Standard Performance Indicator 2.1.3	Hypothesize possible changes to food consumption habits as individuals and families change and age.			CR.4.A.1 CR.5.A.1	
Benchmark 2.2	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.		SC.12.1.1.g	CR.5.A.1 CR.5.A.3 CR.5.A.4	Alignment presumes that students will analyze data related to healthy weight practices and fad diets as part of applying various dietary guidelines (NE: SC.12.1.1.g).
Standard Performance Indicator 2.2.1	Analyze examples of diet fads, food addictions and other diet related issues.				
Standard Performance Indicator 2.2.2	Generate a list of long term and short term effects of changes in normal food intake.				
Standard Performance Indicator 2.2.3	Research treatment options used to cure abnormal physical and psychological views of food.				
Benchmark 2.3	Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.		SC.12.1.2.b  SS.12.3.5.b–c	CR.5.A.1 CR.5.A.4	
Sample Performance Indicator 2.3.1	Compare and contrast current and historical trends that have improved food and nutrient content, availability, and safety of foods.				
Sample Performance Indicator 2.3.2	Investigate new food technologies and trends.				
<b>Standard 3</b>	Students will demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.				
Benchmark 3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.	ELA.RST.11-12.3 ELA.WHST.11-12.9	LA.12.1.6.k	CR.1.A.4	
Sample Performance Indicator 3.1.1	Describe methods for determining a healthy weight.				

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Sample Performance Indicator 3.1.2	Analyze healthy weight management practices versus fad diets.				
Sample Performance Indicator 3.1.3	Write a menu plan for select groups for an entire week.				
Sample Performance Indicator 3.1.4	Analyze USDA sample menus.				
Sample Performance Indicator 3.1.5	Explain the characteristics of a well-balanced diet (myplate.gov).				
Benchmark 3.2	Design strategies that meet the health and nutrition requirements of individuals and families with special needs.			CR.1.C.2 CR.1.C.3 CR.4.A.2 CR.5.A.1 CR.6.A.1 CR.6.B.1	
Sample Performance Indicator 3.2.1	Research common allergies and food related disorders such as celiac disease, diabetes, lactose intolerance.				
Sample Performance Indicator 3.2.2	Describe causes, signs, health effects, treatment, and prevention of eating disorders.				
Benchmark 3.3	Demonstrate ability to select, store, prepare, and serve nutritious foods.	ELA.RST.11.12.3	LA.12.3.2 LA.12.1.6.k	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete task (CC: ELA.RST.11-12.3; NE: LA.12.3.2, LA.12.1.6.k).
Sample Performance Indicator 3.3.1	Explain the impact of nutrients on the body and health.				
Sample Performance Indicator 3.3.2	Compare and contrast the nutritional value of processed food, whole foods, and organic foods.				
<b>Standard 4</b>	Apply risk management procedures to food safety, food testing, and sanitation.				
Benchmark 4.1	Analyze factors that contribute to food borne illness.			CR.5.A.1 CR.5.A.4	
Standard Performance Indicator 4.1.1	Identify food borne illnesses.				
Standard Performance Indicator 4.1.2	Determine precautionary methods in preventing a food borne illness.				
Standard Performance Indicator 4.1.3	Determine methods to treat food borne illnesses.				
Benchmark 4.2	Analyze food service management safety and sanitation programs.			CR.3.B.4 CR.5.A.1	

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Standard Performance Indicator 4.2.1	Discuss the Hazard Analysis Critical Control Point (HACCP) for food handling processes to minimize the risks of food borne illness.				
Benchmark 4.3	Demonstrate practices and procedures that assure personal and workplace health and hygiene.	ELA.RST.11.12.3	LA.12.3.2 LA.12.1.6.k	CR.3.B.4 CR.3.C.3	Alignment presumes that students must comprehend oral or written instructions to complete task (CC: ELA.RST.11-12.3; NE: LA.12.3.2, LA.12.1.6.k).
Standard Performance Indicator 4.3.1	Administer health, safety and sanitation procedures.				
Standard Performance Indicator 4.3.2	Administer ServSafe Certification for students.				
Benchmark 4.4	Demonstrate standard procedures for receiving and storage of raw and prepared foods.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4 CR.3.C.3	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Standard Performance Indicator 4.4.1	Identify storage procedure steps for raw foods.				
Standard Performance Indicator 4.4.2	Identify storage procedure steps for prepared foods.				
Benchmark 4.5	Apply current types of cleaning materials and sanitizers for their proper use.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Standard Performance Indicator 4.5.1	Identify proper cleaning procedures specific to equipment being used.				
Standard Performance Indicator 4.5.2	Demonstrate mastery of proper cleaning procedures.				
Benchmark 4.6	Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.	ELA.RST.11-12.3 ELA.RST.11-12.6	LA.12.1.6.k	CR.3.B.4	
Standard Performance Indicator 4.6.1	Identify OSHA and MSDS hazardous material guidelines.				
Standard Performance Indicator 4.6.2	Practice using OSHA and MSDS guidelines through case studies, food labs, etc.				
<b>Standard 5</b>	Analyze career paths within food science, food technology, dietetics, and nutrition industries.				
Benchmark 5.1	Analyze opportunities for employment and entrepreneurial endeavors.		SS.12.2.6.d	CR.10.A.1 CR.10.B.1 CR.10.E.1-3	

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Standard Performance Indicator 5.1.1	Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.				
Standard Performance Indicator 5.1.2	List skills necessary for careers in food industries.				
Standard Performance Indicator 5.1.3	Determine entrepreneurial opportunities in the community.				
Standard Performance Indicator 5.1.4	Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.				
Standard Performance Indicator 5.1.5	Research trends in careers related to food industries.				
<b>Standard 6</b>	Demonstrate food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.				
Benchmark 6.1	Demonstrate skills in safe handling of knives, tools, and equipment.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4 CR.3.B.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Standard Performance Indicator 6.1.1	Identify knife parts and tools using correct terminology.				
Standard Performance Indicator 6.1.2	Determine the proper tool for given task in a recipe or instruction.				
Standard Performance Indicator 6.1.3	Demonstrate proper use, cleaning, and storage of knives, tools, and equipment.				
Benchmark 6.2	Demonstrate skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using available equipment and current technologies.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Standard Performance Indicator 6.2.1	Complete a variety of laboratory experiences related to nutritional content and preparation techniques.				
Benchmark 6.3	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.		MA.12.2.5.b MA.12.2.5.c	CR.1.A.1	
Standard Performance Indicator 6.3.1	Identify correct serving sizes for each food group and food product.				

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Standard Performance Indicator 6.3.2	Complete conversions to articulate amount in a variety of measurement terms.				
Standard Performance Indicator 6.3.3	Serve foods in correct serving sizes based on kind of food served.				
Benchmark 6.4	Apply the scientific fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.	ELA.RST.11.12.3	LA.12.3.2 LA.12.1.6.k  SC.12.2.3.e	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).  Alignment presumes that students will compare and contrast methods of heat transfer (conduction, convection, and radiation) as it relates to the scientific fundamentals of temperature and cooking methods (NE: SC.12.2.3.e).
Sample Performance Indicator 6.4.1	Define the fundamentals of time, temperature, and cooking.				
Sample Performance Indicator 6.4.2	Define the cooking methods of cooking, cooling, reheating, and holding of variety of foods.				
Benchmark 6.5	Prepare various foods supporting well-balanced dietary principles which may include, but not limited to: meats, seafood, and poultry; eggs; various stocks, soups, and sauces; various fruits, vegetables, grains, starches, legumes, dairy products, fats, and oils; various salads, dressings, marinades, and spices; sandwiches, canapés and appetizers; breads; baked goods and desserts; sugar products; regional or international foods.	ELA.RST.11.12.3	LA.12.3.2 LA.12.1.6.k  MA.12.2.5.b	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).  Alignment presumes that students will apply appropriate units when conducting a nutritional analysis needed to prepare food (NE: MA.12.2.5.b).
Sample Performance Indicator 6.5.1	Demonstrate cooking skills for a well-balanced meal using regional and/or international foods.				
Sample Performance Indicator 6.5.2	Perform a nutritional analysis of recipes used in kitchen labs or everyday living.				
Sample Performance Indicator 6.5.3	Compare and contrast nutritional analysis of ready-to-eat, ready-to-make, and self-prepared meals/recipes.				
Sample Performance Indicator 6.5.4	Compare and contrast the cost of ready-to-eat, ready-to-make, and self-prepared meals/recipes.				

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Benchmark 6.6	Demonstrate plating, garnishing, and food presentation techniques.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicator 6.6.1	Define plating, garnishing, and food presentation procedures.				
Sample Performance Indicator 6.6.2	Apply food presentation techniques to meal planning considering color, texture, flavor, aroma, and temperature.				
Benchmark 6.7	Examine the applicability of convenience food items.			CR.5.A.1	
Sample Performance Indicator 6.7.1	Assess differences in nutritional content and time required between traditional preparation and convenience food items.				
Benchmark 6.8	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sample Performance Indicator 6.8.1	Compare and contrast affects of cooking techniques on food and food products.				
Sample Performance Indicator 6.8.2	Feature a variety of cooking methods and explain how they impact the finished product.				
Benchmark 6.9	Demonstrate time and resource management.			CR.3.A.2 CR.3.B.1 CR.7.C.3	
Sample Performance Indicator 6.9.1	List ways to improve teamwork when assessing personal and team skills.				
Sample Performance Indicator 6.9.2	Identify effective short cuts in preparation that will not affect the finished product quality.				
<b>Standard 7</b>	Demonstrate food assessment techniques				
Benchmark 7.1	Prepare food for presentation and assessment.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Standard Performance Indicator 7.1.1	Display foods appropriately and utilize assessment criteria to evaluate foods.				

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Standard Performance Indicator 7.1.2	Identify factors to consider when preparing food for presentation.				
Benchmark 7.2	Implement procedures that affect quality product performance.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Standard Performance Indicator 7.2.1	Utilize assessment procedures to evaluate foods for quality product performance.				
Standard Performance Indicator 7.2.2	List characteristics of quality food products.				
Benchmark 7.3	Conduct sensory evaluations of food products.			CR.1.A.4	
Standard Performance Indicator 7.3.1	Utilize sensory criteria to evaluate food products				
Standard Performance Indicator 7.3.2	Compare and contrast various food products using sensory criteria.				



## Reference Sheet

### Key Code

NASAFACS

### Source

National Association of State Administrators of Family and Consumer Sciences: National Standards for Family & Consumer Sciences, <http://nasafacs.org/national-standards--competencies.html>

### Additional Resources for Educators

#### Suggestions for innovative teaching and learning strategies

MyPlate.gov

Food Defect Action Levels (levels of natural or unavoidable defects in foods that present no health hazards for humans;  
<http://www.fda.gov/Food/GuidanceComplianceRegulatoryInformation/GuidanceDocuments/Sanitization/ucm056174.htm>

#### Related Assessments

FCCLA National Program Student Body; Power of ONE; STAR Event Food Innovations; Nutrition and Wellness

#### Extended Learning Opportunities

#### Professional Development Opportunities

#### Community Links/Resources available

ServSafe Certification <https://www.servsafe.com/ss/sra/NE/index.aspx>

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